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ONTARIO

Department of Education

SUPPLEMENT TO CIRCULAR 23

SPECIAL REGULATIONS AND
COURSES OF STUDY

OF THE

University of Ottawa
Normal School

FOR

INTERIM FIRST CLASS and
INTERIM SECOND CLASS CERTIFICATES

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GOVERNMENT OF ONTARIO
DEPARTMENT OF EDUCATION

IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of \$2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation both ways between the Normal School and the applicant's home will be paid by the Department of Education.

SPECIAL REGULATIONS, COURSES OF STUDY, AND EXAMINATIONS

LOCATION

1. The course for Interim First Class and Interim Second Class certificates, valid in schools which are attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, is given at the University of Ottawa Normal School at Ottawa and the Separate Schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2.—(1) For admission to the Second Class course, an applicant shall submit certificates that he has passed the Departmental examinations in the following subjects of the Middle School Course:

English (Literature and Composition), French (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Art or Music). (Circular 46.)

NOTE—A certificate showing a standing of 40 per cent, in any of the following Upper School subjects will be accepted for credit in the corresponding Middle School subjects: English (Literature and Composition), French (Literature and Composition), Algebra, Geometry.

(2) For admission to the First Class Course, the applicant shall submit with his application *one* of the following:

- (a) Certificates that he has passed the Middle and Upper School Departmental examinations (in the prescribed subjects) under former regulations.
- (b) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.
- (c) Certificates that he has passed the Departmental examinations under the present regulations as follows:
 - (i) Middle School—
English (Literature and Composition), French (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Art or Music).

NOTE—(1) A certificate of having obtained 40% on a paper in any of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School paper:
English (Literature and Composition),
French (Literature and Composition),
Algebra, Geometry.

NOTE—(2) The Junior certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject other than Sight-Singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

(ii) Upper School—

English (Literature and Composition), French (Literature and Composition), History, Algebra, Geometry, and one of Trigonometry, or Biological Science (Botany and Zoology), or Middle School Physical Science (Physics and Chemistry).

NOTE—(1) The Intermediate certificate issued by the Conservatory of Music in any practical subject other than Sight-Singing, together with the required Theory, may be substituted for either Physics or Chemistry.

NOTE—(2) For admission to the First Class course in 1940-41, the Upper School requirements (Section 2 [ii] above) will be as follows:

English (Literature and Composition);

French (Literature and Composition);

History; and

Four credits from the following, of which two shall be in Mathematics (or) two in Science (or) one in Mathematics and one in Science:

Mathematics: Algebra (1), Geometry (1), Trigonometry (1);

Science: Botany (1), Zoology (1), Middle School Physics (1), Middle School Chemistry (1);

Language: Latin (2), Greek (2), German (2), Spanish (2);

Music: The Intermediate certificate of the Conservatory of Music in any practical subject other than Sight-Singing, together with the required Theory (1).

OTHER REQUIREMENTS FOR ADMISSION

(See pages 8 and 9, Circular 23)

PROGRAMME OF STUDIES

Interim First and Second Class Certificates

3.—(1) The courses of study for Interim First and Second Class certificates shall consist of the following as defined herein and in Circular 23:

Group I—

Science of Education; School Management; English Speech, Reading, and Literature; English Composition, Grammar, and Spelling; French Speech, Reading, and Literature; French Composition, Grammar, and Spelling; Mathematics (Arithmetic only for Second Class certificates); Social Studies; the minimum course in the following: Science or Agriculture; Art, Writing, and Music; Health and Physical Training.

Group II—

Observation and Practice-teaching in the various Grades of the urban and rural practice schools.

Group III—

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the course of study of the Public and Separate Schools.

APPORTIONMENT OF TIME

4. The class-periods, exclusive of observation and practice-teaching, shall be distributed among the various courses for the Interim First and Second Class certificates, approximately as follows: Science of Education, 60; School Management, 40; English Speech, Reading, and Literature, 100; English Composition, Grammar, and Spelling, 100; French Speech, Reading, and Literature, 100; French Composition, Grammar, and Spelling, 100; Mathematics, 70; Social Studies, 70; Science or Agriculture, 30; Art and Writing, 60; Music, 30; Health and Physical Training, 50; Library, 10; Religious Instruction, 30.

FINANCIAL ASSISTANCE

5.—(1) Assistance will be given only for board and travelling expenses of the students who cannot reach the school daily by ordinary means of transportation, such as street cars, buses, commutation tickets on the railroads, etc.

(2) Assistance will be given only in the form of loans, adequately secured, the amount covered by loans to be actual expenditure for board and travelling expenses as certified by the principal, and in no case to exceed 70 cents per diem for board.

(3) Students who have had financial aid for a professional course of one year will not be eligible to receive further loans.

(4) Loans are to be repaid to the Department of Education on the following conditions:

(a) The full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools.

(b) Each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

IMPORTANT NOTICE

The Minister of Education wishes to announce the following future changes in the regulations regarding assistance to students in attendance at the University of Ottawa Normal School:

1. In the case of students enrolled in the First Class course, the present financial assistance (\$0.70 per diem and the reimbursement of travelling expenses) offered to those who cannot reach the school daily by ordinary means of transportation will be continued.

2. In the case of students enrolled in the Second Class course, the amount of financial assistance will be reduced gradually, beginning with 1941-42, until no more help will be available to these candidates. The plan will be worked in the following manner:

(a) For the next two years, i.e., 1939-40 and 1940-41, no change will be made; those eligible for assistance will receive \$0.70 per diem for their lodging and board and will be paid their travelling expenses from and to their homes;

(b) Beginning with September, 1941, the assistance offered to *Second Class candidates* will be reduced as follows:

In 1941-42, \$0.50 per diem and travelling expenses;

In 1942-43, \$0.30 per diem and travelling expenses;

In 1943-44, travelling expenses only.

If necessary after June, 1944, the Second Class course will be maintained at the University of Ottawa Normal School, but the students enrolled in this course will not be eligible for financial assistance.

DETAILS OF THE COURSES

6. For the details of the courses common to the University of Ottawa Normal School and the other Provincial Normal Schools, the teacher-in-training is referred to Circular 23. The courses in Elementary Science, Agriculture and Horticulture, Manual Training, and Home Economics, as given in the other Provincial Normal Schools, are replaced in the University of Ottawa Normal School by courses in French Speech, Reading, and Literature, and French Composition, Grammar, and Spelling. The courses in English Reading and English Composition, outlined below, are to be substituted for the corresponding courses outlined in Circular 23.

DICTION, LECTURE ET LITTÉRATURE

Diction et lecture en première année.

Préparation des élèves avant de leur enseigner la lecture proprement-dite: exercices de conversation; initiation à la lecture. Emploi de la méthode globale en liaison avec les exercices de langage. Etude du petit manuel de lecture, *Frou-Frou et Fin-Fin* et du *guide pédagogique* à l'usage du maître.

Nécessité de soigner, dès le début, la prononciation, l'articulation, les inflexions et le groupement des mots. Correction des défauts de prononciation. "La diction est l'art de rendre la parole distincte, correcte, expressive et agréable." Jean Blaize—*Pour bien lire et bien réciter*.

Enseignement du mécanisme de la lecture: méthode analytique-synthétique (tenant à la fois de la méthode globale, de la méthode syllabique et de la méthode phonique). Mots-clés; syllabation; composition de mots nouveaux, au moyen de syllabes connues; composition de phrases au moyen de mots connus. Exercices pratiques pour faire reconnaître rapidement les syllabes et les mots et conduire à la lecture courante. Interprétation du sens de la leçon. La lecture expressive résulte d'une bonne discussion et de l'intelligence du morceau.

Lecture silencieuse et lecture orale. Lectures supplémentaires dès la première année. Transcription. Corrélation entre la lecture, l'écriture et l'orthographe.

Diction et lecture dans les cours plus avancés.

Éléments essentiels d'une bonne lecture orale: prononciation, articulation, pauses, liaisons, inflexions, vitesse, ton, mise en relief des mots de valeur. Influence de la bonne lecture sur le langage. Valeur d'une bonne lecture dans l'enseignement de la littérature. Méthode à suivre dans la leçon de lecture orale. Faire lire chaque élève devant une classe "qui écoute". L'exemple du maître. Lecture silencieuse. Lecture en chœur: ses avantages, ses dangers.

Le professeur initiera les élèves à l'emploi des livres de lecture approuvés par le ministère de l'Instruction publique.

Littérature.

But de l'enseignement de la littérature: développement intellectuel et moral, développement du goût pour les bonnes lectures.

Choix des morceaux pour les différents cours. Manière d'utiliser et de compléter les livres de lecture des écoles primaires.

La leçon de littérature: méthode analytique-synthétique. Préparation; lecture par le maître; nécessité de savoir lire avec expression pour enseigner la littérature avec succès; analyse générale; lecture silencieuse; analyse détaillée par la méthode discursive; synthèse du paragraphe; synthèse de l'ensemble; lecture orale.

Exercices d'application: mémorisation, dialogue, chant, dessin, composition.

Corrélation entre la littérature et les autres matières du programme.

Mémorisation: choix des morceaux, méthode à suivre.

Étude élémentaire de la versification: mesure, rime, rythme, musique du vers. Ce qu'on doit enseigner sur ce point au cours primaire et au cours secondaire. Utilité de ces connaissances pour mieux comprendre et mieux apprécier la poésie.

La bibliothèque scolaire: choix des livres; divers moyens de développer le goût de la lecture et d'en faire profiter les élèves; organisation de la bibliothèque.

Formation littéraire de l'instituteur. Programme de lecture.

Ouvrages à consulter:

Poèmes pour l'enfance—Braunschvig.

Pour faire réciter nos petits—Dès.

Vers et prose pour les petits—Brès.

Manuel de littérature française—Desgranges (ou Calvet).

L'art des vers—Dorchain.

Le vers français, ses moyens d'expression, son harmonie—Grammont.

Méthodologie spéciale—F.E.C.

Comment on prononce le français—Martinon.

Traité pratique de la diction française—Georges Le Roy, de la Comédie française.

L'art de la lecture—Legouvé.

L'art de bien dire—Dupont-Vernon.

Récits à dire et comment les dire—Jean Blaize.

Pour bien lire et bien réciter—Jean Blaize.

COMPOSITION, GRAMMAIRE ET ORTHOGRAPHE

Composition.

Importance de la composition. But de l'enseignement de la composition à l'école primaire. Corrélation entre la composition et les autres matières du cours. Le développement du bon langage et du goût littéraire par l'étude de la composition.

La composition chez les commençants (première et deuxième années).

Le vocabulaire de l'enfant à son arrivée à l'école; nécessité de corriger et d'enrichir ce vocabulaire; tendances naturelles de l'enfant à mettre en oeuvre: curiosité, esprit d'imitation et désir d'expression.

Les divers exercices de langage; leurs avantages particuliers; méthodes à suivre:

- (a) Reproduction d'historiettes: but de cet exercice; choix d'historiettes.
- (b) Observation indirecte: rôle de l'image; choix des images; image "descriptive" et image "narrative".
- (c) Observation directe: leçons de choses et causeries sur des sujets d'histoire naturelle; importance de rester dans le champ d'expérience des enfants.
- (d) Leçons de conversation: narration d'expériences personnelles; jeux et amusements; vie scolaire; vie familiale, etc.; reproduction libre, en tout ou en partie, des leçons de lecture. "Toutes les leçons sont des leçons de langage." L'exemple du maître.
- (e) Exercices de vocabulaire: noms des objets de la salle de classe, couleur, usage; la maison: parties, pièces, meubles, etc.; les vêtements; la ferme: bâtisses, animaux, machines agricoles, etc.; importance du groupement logique des mots; réponses des élèves sous une forme complète; emploi des mots *voici, voilà*.

La composition en troisième et quatrième années.

Le programme des classes inférieures suivi et augmenté. Transition de la composition orale à la rédaction: préparation, obstacles à surmonter; transcription. Mécanisme de la composition: la proposition, la phrase, le paragraphe; enseignement de la ponctuation quand l'occasion s'en présente.

Rédactions de quelques lignes sur des sujets tels que *mon chien, ma poupée, mon crayon, mon cahier*, etc.; petites lettres; courtes descriptions ou narrations suggérées par des images.

La composition dans les classes plus avancées.

Le programme des quatre premières années adapté à ces classes moyennes et supérieures: reproduction orale et écrite d'historiettes racontées par le maître ou suggérées par des images; narration d'expériences personnelles; lettres; comptes-rendus des leçons de lecture, d'histoire, de géographie, etc.

Introduction à la composition proprement dite. Les trois opérations fondamentales: invention, disposition, expression; les principaux genres de composition écrite à l'école primaire: la lettre, la narration, la description facile; choix des sujets; plan et brouillon de la composition; refonte; usage du dictionnaire; le cahier de composition; la lecture supplémentaire et la composition.

Les qualités essentielles du style qu'il faut inculquer aux élèves: naturel et simplicité, clarté, correction, précision, ordre, variété des tournures; importance d'habituer les élèves à s'exprimer par des phrases courtes; mise en garde contre l'emploi immodéré des adjectifs.

Correction et évaluation des devoirs de composition: correction collective et correction individuelle; la part des élèves dans la correction; le compte-rendu du maître.

Le professeur fera, avec les élèves, une étude détaillée du programme de composition française pour les écoles primaires (circulaire 46).

Ouvrages à consulter:

Mes premières leçons de rédaction—F.S.C.

La rédaction française—F.S.C.

Pédagogie théorique et pratique—Ross.

La composition à l'école active—Porinot.

Pédagogie vécue—Charrier.

Manuel du Bon Parler—Blanchard.

Comment raconter des histoires à nos enfants—Bryant.

La pratique du vocabulaire et de la composition, cours élémentaire, livre du maître—Amand.

La composition française—Deschamps.

Grammaire.

Définition exacte de la grammaire telle qu'on l'entend aujourd'hui. Son objet: classification, flexion et syntaxe. Son utilité.

Vue d'ensemble de la matière à enseigner. Répartition de cette matière entre les différentes classes du cours primaire et du cours secondaire.

Principes généraux: l'enseignement doit être intuitif, simple et élémentaire, adapté à l'avancement des élèves, raisonné et pratique.

Méthode inductive-déductive. Préparation de la leçon; matière à enseigner; façon de diriger l'effort des élèves en questionnant; généralisation; application. Illustration de la méthode: leçons portant sur divers points de classification, de flexion, de syntaxe.

Analyse de la phrase en propositions. Analyse de la proposition en ses éléments: sujet, verbe, attribut, compléments. Analyse grammaticale. Utilité de ces exercices. Méthode orale. Méthode graphique. Méthode synoptique.

Corrélation entre la grammaire et les autres matières, particulièrement la lecture, l'orthographe et la composition.

Leçons de classement—attention spéciale au classement du verbe.

Leçons sur la flexion des mots variables: le nom, l'adjectif, le verbe. Etude approfondie de la conjugaison. Répartition de cette étude entre les différentes années du cours primaire. Formation des temps. Verbes irréguliers. Exercices oraux de conjugaison. Etude inductive de la conjugaison écrite.

Syntaxe—Montrer que chaque mot a sa fonction dans le langage. Leçons inductives sur l'accord: accord de l'adjectif, accord du verbe, accord du participe. Employer des exemples usuels.

Ouvrages à consulter:

Le bon usage, grammaire française—M. Grevisse.
Programme de grammaire française—Charbonneau et Laplante.
Traité de pédagogie—Carré et Liquier.
Pédagogie vécue—Charrier.
Traité de pédagogie—Haustrate et Labeau.
Pédagogie théorique et pratique—Ross.
Méthodologie spéciale—F.E.C.

Orthographe.

But de l'enseignement et utilité pratique de l'orthographe. Initiation à l'orthographe d'usage par la lecture et la transcription. Premières dictées, composées surtout des mots phonétiques de *Frou-Frou* et *Fin-Fin*, du *Premier livre de lecture* et de quelques mots non-phonétiques d'usage courant.

Premières notions d'orthographe grammaticale apprises par l'observation et la répétition durant les quatre premières années du cours primaire. Longueur et fréquence des leçons.

Etude de l'orthographe d'usage dans les cours plus avancés. Les règles les plus faciles de l'orthographe d'usage. Méthode sensorielle: fixation de l'orthographe d'un mot dans la mémoire par la vue, l'ouïe, l'articulation et le toucher. Choix et groupement des mots pour l'enseignement de l'orthographe. Epellation.

L'enseignement de l'orthographe par corrélation; la leçon de vocabulaire utilisée comme leçon d'orthographe.

La dictée: application des notions d'orthographe grammaticale aussi bien que des connaissances d'orthographe d'usage. Vocabulaire de la dictée. Manière de donner et de corriger la dictée. Correction individuelle: la liste des fautes de chaque élève. Révision et concours. Usage du dictionnaire.

Le professeur initiera les élèves à l'emploi des manuels approuvés par le ministère de l'Instruction publique.

Ouvrages à consulter:

Traité de pédagogie—Carré et Liquier.
Pédagogie théorique et pratique—Ross.
Méthodologie spéciale—F.E.C.
La crise de l'orthographe—Poriniot.
Pédagogie vécue—Charrier.

ENGLISH READING

Introductory:

The place of reading in the learning of language by children; the processes involved in an act of reading; word-recognition and thought-interpretation; the interplay of visual, auditory, vocal, and motor images in reading; function and value of silent and oral reading.

Methodology:

When to begin English reading with French-speaking pupils; the attainments which such pupils should have on beginning this work; reasons for differences in procedure from that adopted with English-speaking children; suitable materials for the early reading lessons; correlation with other phases of language work; the use of the blackboard and of reading charts; necessity of clear understanding, correct articulation, accurate pronunciation, and expressive utterance; how to secure a proper gradation of the reading lessons; special drills on phonic values different or absent in French; when to introduce the Primer; the essential features of lessons taught from the Primer; the place and value of silent and sight reading lessons; dramatization of lessons read; suitable seat work exercises.

Change in purpose and methods of reading as determined by the development of the pupils' experience and powers; means of securing natural expressive reading; principal elements of expression: correct pronunciation, clear articulation, proper emphasis, grouping, rate, inflection, pause, etc.; common faults on the part of both teacher and pupil and how to correct them; the place and limitations of imitative reading; methods of developing in the pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

The course will also include practice in oral reading, based in part on the school Readers, and, in the First Class Course, practice in dramatic work in connection with the course in advanced English.

Books of Reference:

Public School Manual: *Primary Reading*.

The School Readers for the Grades.

Clark: *Interpretation of the Printed Page*.

Stone: *Silent and Oral Reading*.

Storm and Smith: *Reading Activities in the Primary Grades*.

Tiegs: *The Management of Learning in the Elementary School*.

Harrison: *Reading Readiness*.

Gates: *New Method in Primary Reading; The Improvement of Reading*.

Luke: *The Teaching of Reading by the Sentence Method*.

Patterson: *Teaching the Child to Read*.

Watkins: *How to Teach Silent Reading to Beginners*.

ENGLISH COMPOSITION

Introductory:

Stages in the acquisition of the mother-tongue by children: (i) understanding of the spoken language; (ii) using the spoken language; (iii) understanding of the written and printed symbols; (iv) using the written symbols in the free communication of thought. The attainment of the above objectives the main problem in teaching English to French-speaking pupils; the Natural or Direct Method as a means of realizing these objectives, i.e., of teaching French-speaking children to *speak, read, and write* English in a manner parallel to that in which the mother-tongue is acquired; conditions facilitating the task; the peculiar aptitude of French-speaking children in acquiring English; skill and perseverance on the part of the teacher; co-operation of teachers, inspectors, and parents.

Principles of Method:

I. *Oral Composition*

Importance of the work in the first school year as the basis of the superstructure to be erected in later years; the work to be almost exclusively oral; suitable materials; typical lesson procedure; underlying principles of the Direct Method to be learned through objective and illustrative teaching; importance of clear ideas of meaning and pronunciation of words; frequent attentive repetition; necessity of attention to individual pupils to secure clear

understanding of meaning and correct articulation; ultimate end, the immediate association of the idea with the language symbol; importance of lesson content; improvement in lesson technique to be secured by teachers-in-training through classroom practice in presenting various lesson topics.

Oral English in the second school year; change in purpose and method as determined by the development of the pupils' experience and powers; necessity of exercises to secure connected, sequential expression; use of familiar objects, personal experiences, short stories, pictures, materials of reading lessons and other school subjects as a means of securing practice in free oral expression; illustration of type lessons and discussion thereof.

Similar work to be systematically carried out in all succeeding years; continuous progress evidenced by extension of the pupils' vocabulary, fluency of expression, clearness of articulation, correctness of pronunciation, and accuracy of language forms; need for special exercises to enable French-speaking pupils to overcome characteristic difficulties, e.g., verb forms, prepositions, pronouns, phrases; increasing importance of the use of English as a stage in the development of lessons in other school subjects.

II. *Written Composition*

When and how to begin; precautions to be taken in making the transition from oral to written work; nature of the early written compositions; use of the blackboard; study of materials within the range of the pupils' experience and powers; correlation with reading, transcription, and spelling.

Modifications of method in keeping with the increasing power of the pupils in written expression of thought; necessity of a variety of materials including: stories for written reproduction; pictures suggestive of stories; description of personal experiences, real or imaginary; stories about familiar objects and animals; stories based on familiar themes; expansion of stories given in outline; imaginary autobiographies of familiar things; partially-told stories for completion; stories to illustrate proverbs; written reproduction of material furnished by the lessons in other school subjects; letter-writing, with special attention to form and style; planning and writing original compositions.

Illustration and discussion of the following points with teachers-in-training: the value of compositions written in class; the place of home-work in written composition; preparing the pupils to write a composition; conducting the writing in class; conducting a class criticism of a pupil's composition; marking and evaluating written work; the use of models for written essays; composition standards for the various grades.

Books of Reference:

Ontario Public School Manual: *Composition and Spelling*.

Bates: *Talks on the Writing of English*.

Blaisdell: *Ways to Teach English*.

Dickie: *Modern Practice in the Teaching of Composition*.

Diltz: *Models and Projects for English Composition*.

Diltz and Cochrane: *Sense and Structure in English Composition*.

French: *Writing*.

Forester and Steadman: *Sentences and Thinking*.

Sampson: *English for the English*.

Trommer and Regan: *Directing Language Power in the Elementary School Child*.

understanding of meaning and content; articulation; ultimate end, the immediate association of the idea with the language symbol; language of known content; improvement in lesson technique to be secured by teachers in dealing through classroom practice in presenting various lesson types.

It is further to be noted that the second school year is in purpose and method as determined by the degree of the child's experience and growth; readiness of readiness to write, connected with the readiness of the child to write; personal experience, short stories, personal narratives of writing for class and other school subjects as a means of securing practice in the use of the language; illustration of the lesson and discussion thereof.

Similar work to be systematically carried out in all succeeding years; continuous progress evidenced by readiness of the pupil's vocabulary; degree of expression; readiness of articulation; readiness of pronunciation; and accuracy of language forms; need for special exercises to enable the pupil to express personal characteristics, e.g., year forms, personality, personal phases; increasing importance of the use of English as a stage in the development of lessons in other school subjects.

11. Written Composition

When and how to begin; progression to be taken in making the transition from oral to written work; nature of the early written composition; use of the blackboard; study of materials within the range of the pupil's experience; and progress; correlation with reading, transcription and spelling.

Illustration of method in keeping with the increasing power of the pupil in written expression of thought; necessity of a variety of materials; including stories for which representative pictures suggestive of stories; description of personal experience, and of imaginary stories about familiar objects and animals; stories based on familiar themes; expansion of stories given in class; imaginary narratives of familiar things; partially told stories for completion; stories to illustrate processes; written reproduction of material furnished by the teacher in other subject; letter-writing; with special attention to form and style; planning and writing original compositions; illustration and discussion of the following points with teacher-in-charge; the value of composition written in class; the place of composition in written composition; preparing the pupils to write a composition; conducting the writing in class; conducting a class criticism of a pupil's composition; marking and selecting written work; the use of models for written composition; standards for the various grades.

Books of Reference

- Ontario Public School Manual: Composition and Spelling.
- Baker: Talks on the Writing of English.
- Blackell: Ways to Teach English.
- Dickes: Modern Practice in the Teaching of Composition.
- Dickes: Models and Projects for English Composition.
- Dickes and Cochrane: Series and Structure in English Composition.
- French: Writing.
- Frederick and Steadman: Sentences and Thinking in English.
- Frederick: English for the Beginner.
- Frederick and Baker: Effective Language Power in the Elementary School Child.